

3<sup>rd</sup> grade: 4, 45 minute sessions

Brick by Brick - Building Respect and Good Character©

(By Human Relations Media - modified by Project Hope for RPE purposes. To order original curriculum, call Human Relations Media @ 1-800-431-2050)

Session 1: Respect Yourself

Session 2: Respect Yourself (cont'd)

Session 3: Respect Others

Session 4: Respect Others (cont'd)

Objectives:

1. Students will learn how to strengthen their self-image while investigating strong feelings like anger, sadness, joy, and love.
2. They will practice positive ways to deal with difficult people and situations, as well as discover healthy and unhealthy habits that affect their daily lives.
3. They will develop healthy judgment skills and problem-solving techniques while practicing polite phrases and habits.
4. Students will learn how to be a better friend by exploring the importance of honesty in many forms.
5. They will learn the importance of respecting diversity while learning to treat others as they would like to be treated themselves.
6. They will have more respect for their teachers, peers, and family.

Rationale:

In 2001, youth accounted for 15% of all violent crime arrests and for every child arrested, another 10 were involved in a violent act that could have killed or seriously injured another person. These are startling statistics and it's important to remember that beyond showing students what is right, schools must also tell them what is right - again and again.

Brick by Brick focuses on the values that we want all children to learn. It contains tools to help them recognize and respect the goodness in themselves and others. It helps them practice acts of virtue until they become daily habits.

## Session 1: Respect Yourself

### Supplies:

- "Respect Yourself" DVD
- "Consuelo's Mirror" & "The Lion Kingdom" - story rewind questions & solutions

### Implement:

Respect Yourself DVD: (25 minutes)

- Show "Respect Yourself" DVD.

Story Rewind: (15 minutes)

- Ask students the discussion questions for "Consuelo's Mirror" and "The Lion Kingdom" from the "Story Rewind" activity sheets.

# STORY REWIND



## THE LION KINGDOM

1. What were the people in the story waiting to find? (THEY WERE WAITING FOR A GOOD LEADER.)
2. Three people claimed to have the Gift of the Lion: a woman with beautiful hair, a woman with pride and riches, and a man with large muscles. What outer quality did each of these people have? (THE PEOPLE HAD BEAUTY, WEALTH AND STRENGTH.)
3. Who had the true Gift of the Lion? What qualities did this person have? (THE WISE OLD WOMAN HAD THE GIFT OF THE LION. SHE WAS HONEST, CARING AND HARDWORKING.)
4. Why is inner beauty more important than outer beauty? (INNER BEAUTY WILL NEVER FADE, BUT OUTER BEAUTY WILL NEVER LAST.)
5. What did you like most about this story? (ANSWERS WILL VARY)

# STORY REWIND



## CONSUELO'S MIRROR

1. Name one of the mistakes that Consuelo made. (SHE FORGOT TO SAVE A SEAT FOR HER FRIEND. SHE LOST HER HOME WORK. SHE MADE HER TEAM LOSE THE GAME, AND SHE RUINED HER DAD'S FAVORITE PAINTING.)
2. What did the magic mirror show Consuelo? (THE MIRROR SHOWED CONSUELO MISTAKES THAT OTHER PEOPLE MADE.)
3. How did Consuelo feel when she looked in the mirror? (SHE FELT MUCH BETTER.)
4. How do you feel when you make a mistake? (ANSWERS WILL VARY.)
5. Name three funny things you can think of whenever you've had a bad day. (ANSWERS WILL VARY.)

## Session 2: Respect Yourself (cont'd)

### Supplies:

- "Curing Mistakes" - instruction sheet and cutout "mistakes" - you will also need a container (hat, bowl, coffee can, etc) to allow students to pick their mistake from. Note: if you have a large class, you might need a few copies of the "mistakes"
- Enough brightly colored sheets of paper for everyone
- Decorating tools - markers, crayons, colored pencils, etc...
- "Shield Power" - worksheet
- (pre-cut) Shield templates, string, hole punch

### Implement:

#### Curing Mistakes: (15 minutes)

- Hand out "Mistakes" and follow the instructions from "Curing Mistakes" worksheet. If in a LARGE class, divide students into small groups or only ask for a few people to share their ideas.

#### Inner Traits: (15 minutes)

- Hand out brightly colored pieces of paper - but don't let students choose which color they get. Have them fold the paper in half and draw themselves on the outside. Then have them write 1 of their positive inner traits on the inside. As they finish, tape the pages to the wall/bulletin board. Discuss how appearance, like which color sheet of paper they got, is something they usually can't control. Explain that inner traits, however, can be seen only if they are practiced on others by doing good things. Encourage students to practice their inner trait at least once a day.

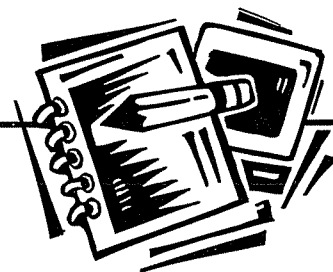
#### Shield Power: (15 minutes)

- Give each student one "shield" and follow the directions on "Shield Power" worksheet. As the students are decorating their shields, go around the room and begin punching holes and tying string into their shields.



# CURING MISTAKES: PART 1

## A TEACHER PAGE



**GOAL:** To help students think of caring, respectful solutions to character-related mistakes.

**MATERIALS:** scissors, container such as a bowl or paper sack

**TIME:** 1 class period

1. Begin by explaining the difference between an honest mistake and a character-related mistake. List examples of both, and explain that mistakes are a normal part of human behavior.
2. Each square below contains a sentence describing a mistake. Cut out the squares, fold them in half and place them in the container. Depending on the number of students in your class, you may need to duplicate some squares.
3. Ask each student to draw a different square and silently read the mistake described.
4. Give the students 10 minutes to think of a caring, respectful way to deal with the mistake. Ask them to write down their ideas as they consider different options. Remind them that writing down ideas is a good way to solve real problems, too.
5. Encourage students to think of proactive solutions that go beyond, "I'm sorry." Saying those words is always a good step toward curing mistakes, but we can often do more.
6. One by one, ask students to read what is written on their squares and explain their solutions. Don't let anyone else interrupt. Only after students are finished explaining their ideas should classmates add their comments.



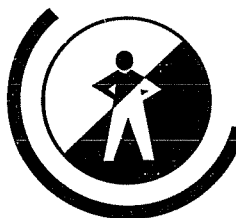
# CURING MISTAKES: PART 2

## A TEACHER PAGE

You borrow your best friend's coat without asking, and then you lose it.	You blame your brother for something you did.
You ignore your best friend all week.	You stay up to watch a movie instead of studying for a big test.
You spill grape juice on the carpet, in a room where grape juice is not allowed.	You make a joke that hurts your friend's feelings.
You yell at a friend even though you're mad at someone else.	You don't take the trash out, and it smells up the back yard.
You get mad and say something to your teacher you don't mean.	You and a friend write on a wall at school.
You go to a friend's house without telling your parents.	You let a friend talk you into doing something cruel to someone else.
You ride your bike through a neighbor's flower bed and make a mess.	You tell a joke about a friend and no one thinks it's funny.
You're always forgetting to let your dog back in at night, even when it's cold outside.	You sit around on Saturday and eat so many cookies, you get a belly ache.
You throw some food wrappers on the ground in the park.	You pull pages out of a text book because you're bored.
You agree to try a beer with a friend, then you change your mind.	You and a friend throw rocks at an abandoned house and break the windows.

## STICK WITH IT...

When students make honest mistakes, remind them that everyone is allowed to make one honest mistake a day. When students make character-related mistakes, encourage them to carry out a respectful solution.



# SHIELD POWER: PART 1

## A TEACHER PAGE



**GOAL:** To help students visualize a shield of self-respect that can protect them from the hurtful behaviors of others.

**MATERIALS:** poster board or tag board, markers, scissors, hole punch, string

**TIME:** 1 or 2 class periods

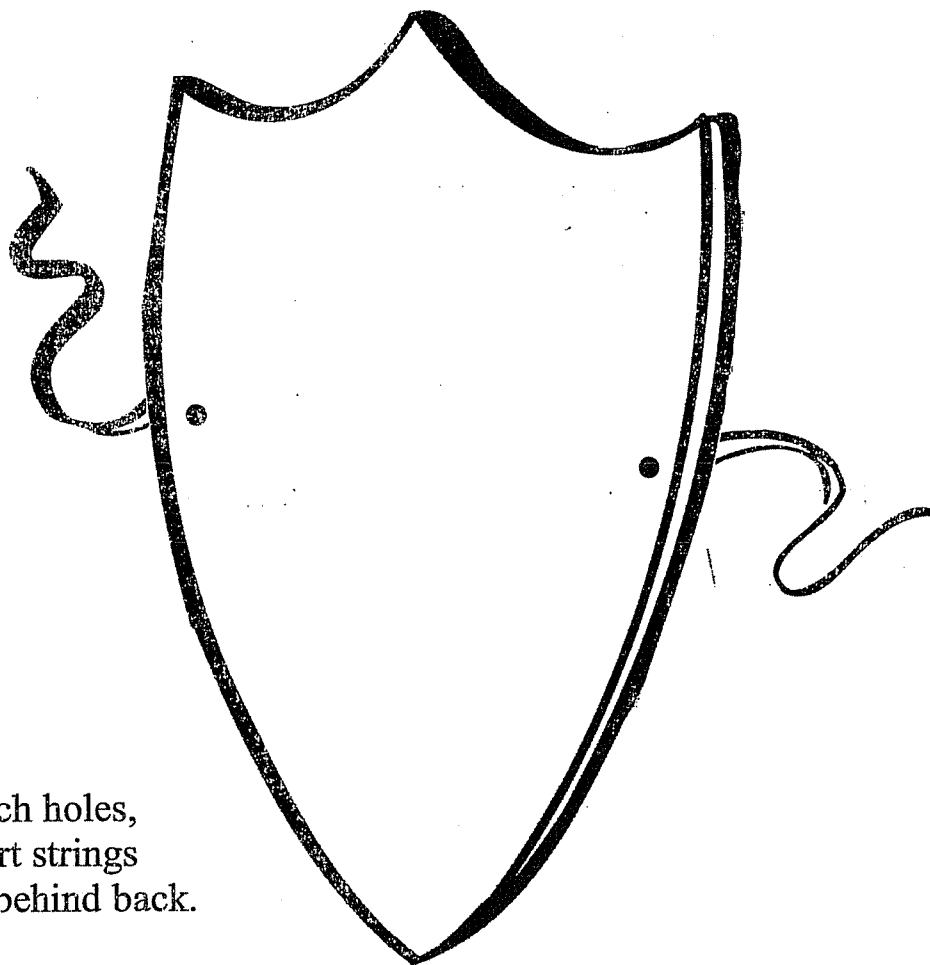


1. Discuss with students the importance of self respect. Explain that believing in ourselves can protect us from the actions of other people. Self-Respect is like a secret shield that makes bad things bounce off of us.
2. Write the following sentence on the board and read it aloud with students. What does the sentence mean to them?  
*"What you say and what you do, bounces off me and sticks to you like glue."*
3. Give each student a blank piece of poster board or tag board. Have them draw a shield on the board. They can use the guide on the following page or design one of their own. Let them cut out their shield and decorate it using markers. Students should decorate the shields with things that make them feel good about themselves: people they love, talents they have, things they enjoy doing.
4. Using the guide on the following page, punch holes in the shields and tie strings in the appropriate places. Have students put on the shields and repeat the poem above. Ask them to close their eyes and imagine the shield becoming a permanent part of their lives.
5. Conclude by reminding students that no one can take away their self-respect. The comments and actions of others are not a reflection of who they are. If they believe in themselves, the hurtful behavior of others cannot break them down.



# SHIELD POWER: PART 2

## A TEACHER PAGE



Punch holes,  
insert strings  
and tie behind back.

### STICK WITH IT...

When students are picked on or treated unfairly, remind them about the shield of self-respect. If you see unfair or hurtful behavior in the classroom, use it as a teaching moment.



### Session 3: Respect Others

#### Supplies:

- "Respecting Others" - DVD
- "The Fish Story", "Things'll Be Different", "Suitcase Full of Courage" - story rewind questions and solutions

#### Implement:

Respecting Others DVD: (26 minutes)

- Show "Respecting Others" DVD.

Story Rewind: (19 minutes)

- Go over all 3 "Story Rewind" worksheets with the students.



# STORY REWIND



## THE FISH STORY

1. What did Jonas Murray do for a living? (He was a fisherman.)
2. What jumped out of the water and spoke to Jonas? (A magical fish spoke to Jonas.)
3. Jonas was promised great wealth, but with certain conditions. What were the conditions? (He could not share the wealth with anyone, and he had to take the magical fish with him wherever he went.)
4. What was more important to Jonas than great wealth? (Jonas cared about being honest and keeping his word.)
5. What would you have done if you had been Jonas? (answers will vary)




# STORY REWIND

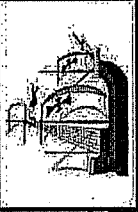


## THINGS'LL BE DIFFERENT

1. Jennifer was unkind to people who didn't think exactly the way she did. What happened to her as a result? (She woke up in a world where everyone was the same.)
2. What did people eat in the world Jennifer was trapped in? (Everyone ate the same thing—Fruity Flakes.)
3. Did Jennifer like a world where everyone was the same? (No.)
4. What would it be like to live in a world like the one Jennifer was trapped in? (answers will vary)
5. Imagine that Jennifer is sorry for the way she acted. On a separate sheet of paper, write a happier ending for the story.




# STORY REWIND



## SUITCASE FULL OF COURAGE

1. James Forten was a privateer. What did privateers do? (They were sailors hired to fight enemy ships and steal the enemy's weapons.)
2. A man offered to sneak Forten off the ship by hiding him in a large trunk. What did Forten say to this offer? (He asked the American to take a sick man instead.)
3. What might have happened to Forten if he stayed on the ship? (He could have been killed or made a slave.)
4. What really happened to Forten? (He made it safely to America where he became an honest, successful merchant. He also worked to free slaves in America.)
5. What did you like most about this story? (answers will vary)



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#### Session 4: Respect Others (cont'd)

##### Supplies:

- "Different Shoes" - scenarios written on note cards OR cut out... just as long as each group gets one scenario, NOT a worksheet
- "No Wrong Answers" - worksheets
- "10 Fair Ways to Disagree" - poster made ahead of time to be left with the class. 10 tips taken from bottom of "Seeing Straight" worksheet.
- Evaluations - worksheets

##### Implement:

##### Different Shoes: (20 minutes)

- Divide students into 4 groups. Give each group a scenario card. Allow students a few minutes to look over their card. Go around the room and ask each group their corresponding questions.

##### No Wrong Answers: (15 minutes)

- Have each group work together on their "No Wrong Answers" worksheets.

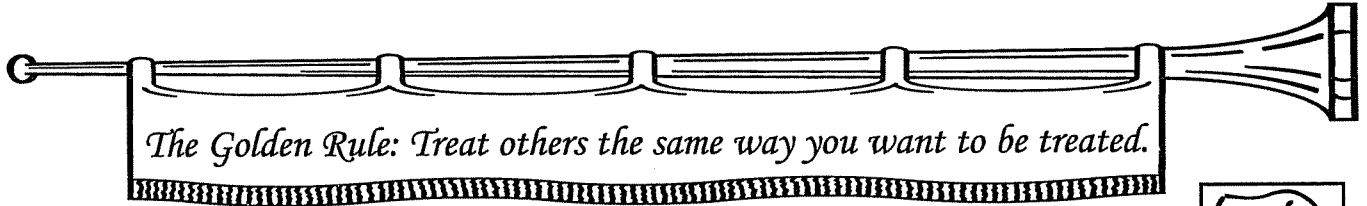
##### 10 Fair Ways to Disagree Poster and Evaluation: (10 minutes)

- Present class with "10 Fair Ways to Disagree" poster - as a parting gift. Emphasize that this poster should serve as a reminder of everything they've learned the past few days.
- Have students complete their evaluations.



# DIFFERENT SHOES: PART 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_



Sometimes, following the Golden Rule means putting ourselves in someone else's shoes. Read each story below, then answer the questions.

1. After getting a bad haircut, Joe came to school in a bad mood. Milo laughed and told Joe that he looked like a porcupine. When Joe got mad, Milo said he didn't know how to take a joke.

How do you think it feels to be in Joe's shoes? What do you think Milo would do if he thought about Joe's feelings?

2. Tonya told Molly she would be her partner for a science project. On the day of the project, Tonya picked a different partner. Tonya said she had the right to change her mind because it's a free country.

How do you think it feels to be in Molly's shoes? What do you think Tonya would do if she thought about Molly's feelings?



# DIFFERENT SHOES: PART 2

NAME \_\_\_\_\_ DATE \_\_\_\_\_

3. Leo was running down the hall to get to class on time. On his way, he saw a girl carrying a heavy load of books. She couldn't open the door because her hands were full. Leo thought about stopping to help her, but decided he didn't want to be late.

How do you think it feels to be in the girl's shoes? What do you think Leo would do if he thought about the girl's feelings?

4. Tori got angry when Jimmy didn't sit with her at the school play. She didn't speak to him for a week. Jimmy had no idea why she was mad at him.

How do you think it feels to be in Jimmy's shoes? What do you think Tori would do if she thought about Jimmy's feelings?

HMMM...

Think about someone you've been angry with...a friend, sister, brother, parent, relative or teacher. What could be the other person's side of the story? Had you thought about it before?



# NO WRONG ANSWERS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Everyone has different beliefs and opinions. That's what makes things interesting. Just because we disagree with people doesn't mean we can't respect them. Ask 5 people to answer the questions below. Record their answers in the chart. (Don't let them see anyone else's answers.)

	1	2	3	4	5
What is your favorite cereal?					
What is your favorite song?					
What is your least favorite food?					
What foreign country would you like to visit? ?					
Who do you think is the nicest person in your school?					
What game do you like to play when it is raining?					
What job would you like to have when you are older?					
What is your favorite school subject?					
Who is your best friend?					

HMMM...

Imagine a world where everyone had the same answers to the questions above. What sort of problems would this world have?



# SEEING STRAIGHT

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Respecting others is easy when we get along. But when we disagree, it can be a lot tougher. Sometimes, disagreements make us so angry we can't see straight.

You'll need to "see straight" to figure out each of the following words. Once you read the words, use them to fill in the blanks below.

b      u      !      w      d      l      q

E  
C  
N  
E  
L  
O  
I  
V

WIP

q  
e  
l  
e  
t  
s

BUTTA

INT  
ER  
RU  
PTI  
NG

HONEST

different

700

550C+-36

## 10 Fair Ways to Disagree

1. \_\_\_\_\_ down before trying to talk about anything.
2. Talk softly and respectfully instead of \_\_\_\_\_ at people.
3. Take responsibility for your part, without \_\_\_\_\_ everyone else.
4. Be \_\_\_\_\_ about how you feel.
5. Let other people tell their sides of the story without \_\_\_\_\_ them.
6. Always find a peaceful answer and never use physical \_\_\_\_\_.
7. Remember that everyone has \_\_\_\_\_ opinions and beliefs.
8. Never threaten, call names or \_\_\_\_\_ anyone.
9. Always stand up for your own \_\_\_\_\_.
10. Instead of starting sentences with "\_\_\_\_\_", start them with "I."



School: \_\_\_\_\_

Date: \_\_\_\_\_

1. Other people can only see my inner traits when I practice them.  
True False
2. Honest mistakes are a normal part of life and everyone makes them.  
True False
3. The only thing I can do to fix a character-related mistake is say "I'm sorry".  
True False
4. Self-respect is like a shield that protects me from the words and actions of others.  
True False
5. I should never treat others how I would like to be treated.  
True False
6. When I disagree with someone, it is NEVER okay to use physical violence to get my way.  
True False

The best activity we did was \_\_\_\_\_

The worst activity we did was \_\_\_\_\_

Rate the guest speaker. Circle a number below.

1 = I was bored and I didn't learn anything.

2 = I was kind of bored and I only learned a little bit.

3 = I had some fun and I learned some things.

4 = I had a lot fun and I learned lots of things!